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ABSTRACT

This instructional manual for the use of vocational educators in Montana describes a continuing enrollment/exit/follow-up computerized survey of vocational education and provides instructions for its implementation. The survey is intended to make available information which will provide insights for evaluating and improving vocational education programs. The system has been devised to operate as follows. Upon a student's enrollment in a vocationally oriented course of instruction, the school records information on an "entry card" which is transmitted to the Research Coordinating Unit (RCU) where the data is encoded and transferred to magnetic tape storage for subsequent computer use. Any change in information is submitted to the RCU by completion of a "change card." Upon exit of a student, pertinent information is recorded as an "exit card" and transmitted to the RCU. "Follow-up cards" are transmitted to ex-students 6 months, 2 years, and 4 years after their dates of exit and, on return, are transmitted to the RCU. Each 6 months a computer output report is sent to each participating school. An annual report summarizing all general information is compiled and published after the conclusion of each school year. (JK)

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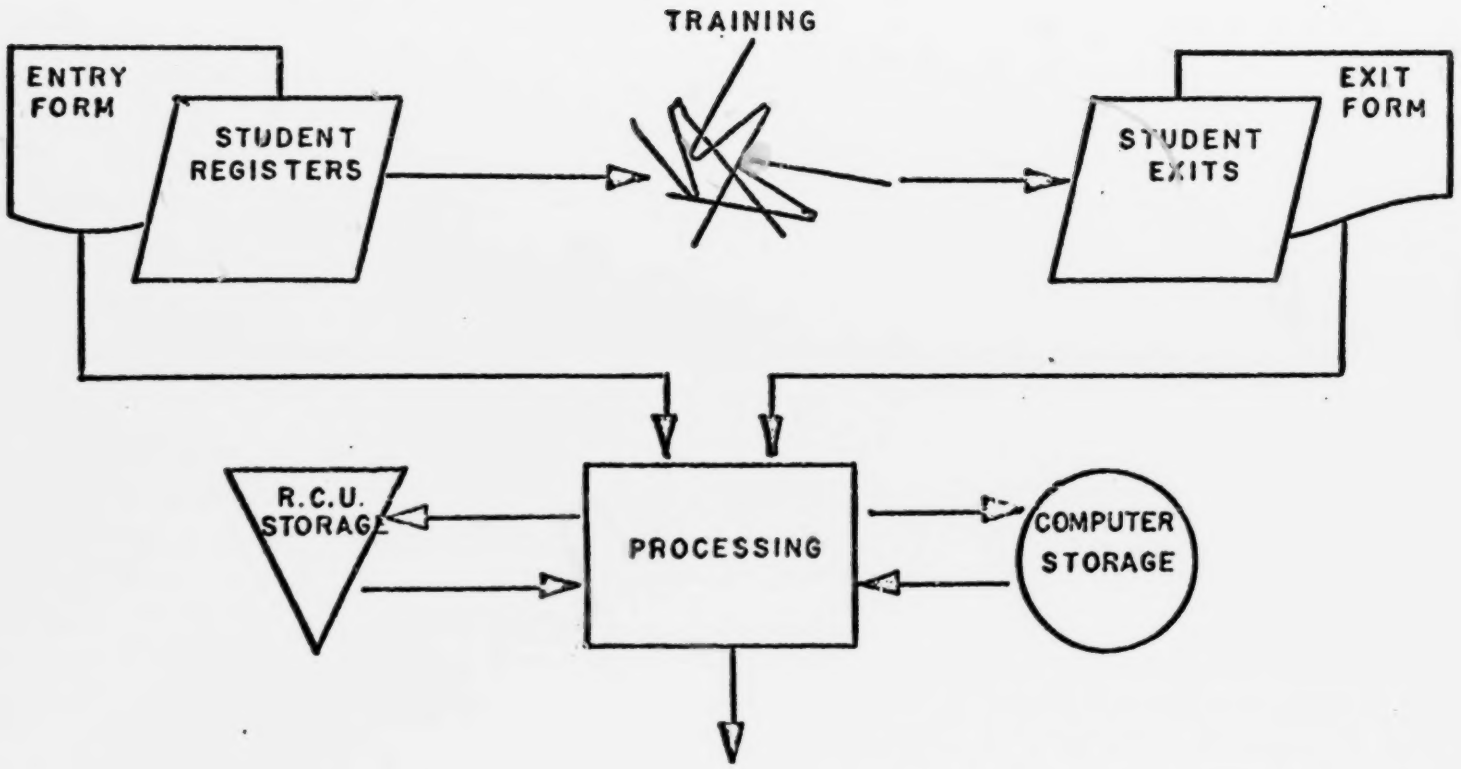
MONTANA

VOCATIONAL EDUCATION

ENROLLMENT/EXIT/FOLLOW-UP

SURVEY



RESEARCH COORDINATING UNIT

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

DOLORES COLBURG, SUPERINTENDENT

HELENA, MONTANA 59601

NOVEMBER 1969

VT010325

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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STATE OF MONTANA

SUPERINTENDENT OF PUBLIC INSTRUCTION

HELENA 59601

DOLORES COLBURG

November 7, 1969

Montana Vocational Educators:

Concurrent with increased federal and state emphasis and funding for more effective, meaningful vocational education, reporting requirements have also been expanded far beyond previous demands. Through the use of electronic data processing as envisioned in this continuing data collection system, we have every reason to believe that computer generated reports will not only be more accurate and efficient but will also relieve state and local education agencies from many onerous tasks in the manual assembly of recurring reports.

Further, preliminary tests of the system reveal that much of the information to be compiled is of value and has long been desired by local school administrators. I trust, therefore, that this instructional manual will be readily accepted and implemented.

While these instructions appear sufficiently detailed, some questions will inevitably arise. Any inquiries about the system may be addressed to Mr. A. J. Schultz, Research and Development, in my office. Mr. Schultz may also be reached by telephone at 449-2023 or 449-2024.

Sincerely,

Dolores Colburg

DOLORES COLBURG
State Superintendent

TABLE OF CONTENTS

I. INTRODUCTION 1

II. PURPOSE 2

Figures 1 & 2 (Enrollment/Exit/Follow-Up System). . . 4

III. GENERAL PROCEDURE 6

Figure 3 (Time Phasing - Forms & Reports) 10

IV. ENROLLMENT 11

Figure 4 (Entry Card, RCU Form 1) 23

V. CHANGES 24

Figure 5 (Change Card, RCU Form 1a) 25

VI. EXITS 26

Figure 6 (Exit Card, RCU Form 2). 30

VII. FOLLOW-UP 31

Figures 7 & 8 (Follow-Up Cards, RCU Forms 3a & 3b). . 33

VIII. REPORTS 35

Figure 9 (Format - Feed-Back Report) 36

APPENDIX A. (Vocational Course Codes) 37

010000 Series - AGRICULTURE 38
040000 Series - DISTRIBUTIVE 40
070000 Series - HEALTH 43
090000 Series - HOME ECONOMICS 45
140000 Series - OFFICE 47
160000 Series - TECHNICAL 49
170000 Series - TRADES & INDUSTRY 51

APPENDIX B. (School Code Numbers). 56

I. INTRODUCTION

With the passage of the Smith-Hughes Act of 1917 and its provisions for education in home economics and training for agricultural and industrial occupations, public education accepted a formal role in vocational preparation, especially at the secondary school level. Subsequent federal acts, augmented by state efforts, expanded this role in the public sector by providing for construction of facilities, equipment, expansions of vocational curricula, extending opportunities for post-secondary training, adult education, and personnel with special needs; even ancillary services such as counseling, experimentation, research, and teacher training were added as functions of public education.

Public Law 90-576 (Vocational Education Amendments of 1968) provides a great deal more in appropriated funds for the support of vocational education. However, the Act also delineates, with much greater specificity, the purpose and ends toward which such funds may be expended; e.g. the percentages to be applied for the disadvantaged, handicapped, post-secondary, and the like.

Thus, not only must more stringent accountability be applied, but greatly expanded research efforts must be made to properly assess and evaluate actual student needs and curricular revisions to adapt vocational education to the world-of-work.

II. PURPOSE

> "The Congress finds that it is necessary to reduce the continuing seriously high level of youth unemployment by developing means for giving the same kind of attention as is now given to the college preparation needs of those young persons who go on to college, to the job preparation needs of the two out of three young persons who end their education at or before completion of the secondary level, too many of whom face long and bitter months of job hunting or marginal work after leaving school."

The quotation above is cited directly from the 1968 Vocational Education Act and epitomizes the major purpose of the continuing survey described in the succeeding pages.

Few would dispute altruistic efforts to make Montana's Vocational Education programs both progressive and comprehensive; to broaden the concept of a total education for personnel of all ages; to serve individuals, the state, and the nation, by offering the expanded programs and diversified courses essential to equip personnel trained for gainful employment. But, with limited resources and job opportunites, it is important that the thrust of such efforts be based on sound, logical analysis and judgement.

In the face of rapidly changing technology, occupations, and mobility of the work-force, it is evident that training courses and facilities to match vocational needs cannot remain static. Rather, vocational training must not only be constantly revised to meet current needs but, in fact, must often anticipate projected changes in the labor market by planning and formulating programs to match future needs.

In the interest of assuring occupational education programs of the highest possible quality, it is essential that data and information be

gathered from state-wide sources to determine the employment opportunities available and the types, locations, and extent of training courses necessary to achieve maximum benefits to the individual student as well as employers and industry-at-large. The enrollment/exit/follow-up, computerized survey envisioned (figures 1 & 2, pages 4 & 5), provides immediate access to basic data and a means of utilizing information from former students for assessment and evaluation of current programs. Through this feedback, schools, counselors, and instructors are afforded insights upon which of their courses may be upgraded or otherwise improved.

In addition to the utilization described above, the data developed may also be used collaterally, as follows:

1. To justify and enhance vocational education as "training for gainful employment" to prospective students, parents, and the public-at-large.

2. To provide data on drop-outs, employment trends, placement activities, area needs, employer information, and the like.

3. To provide assessments to local and state boards and committees as evidence of services provided by schools, effectiveness of programs, needs for revision, reorganization, and establishment or elimination of certain programs or courses in specific areas.

4. To provide facts and figures for public information.

5. To alleviate follow-up and multiple reporting requirements at the local level as well as facilitating state accountability.

6. To provide ready, factual data to members of legislatures as a basis for obtaining necessary legislative action and support.

7. To provide adequate planning data for concerned educational agencies.

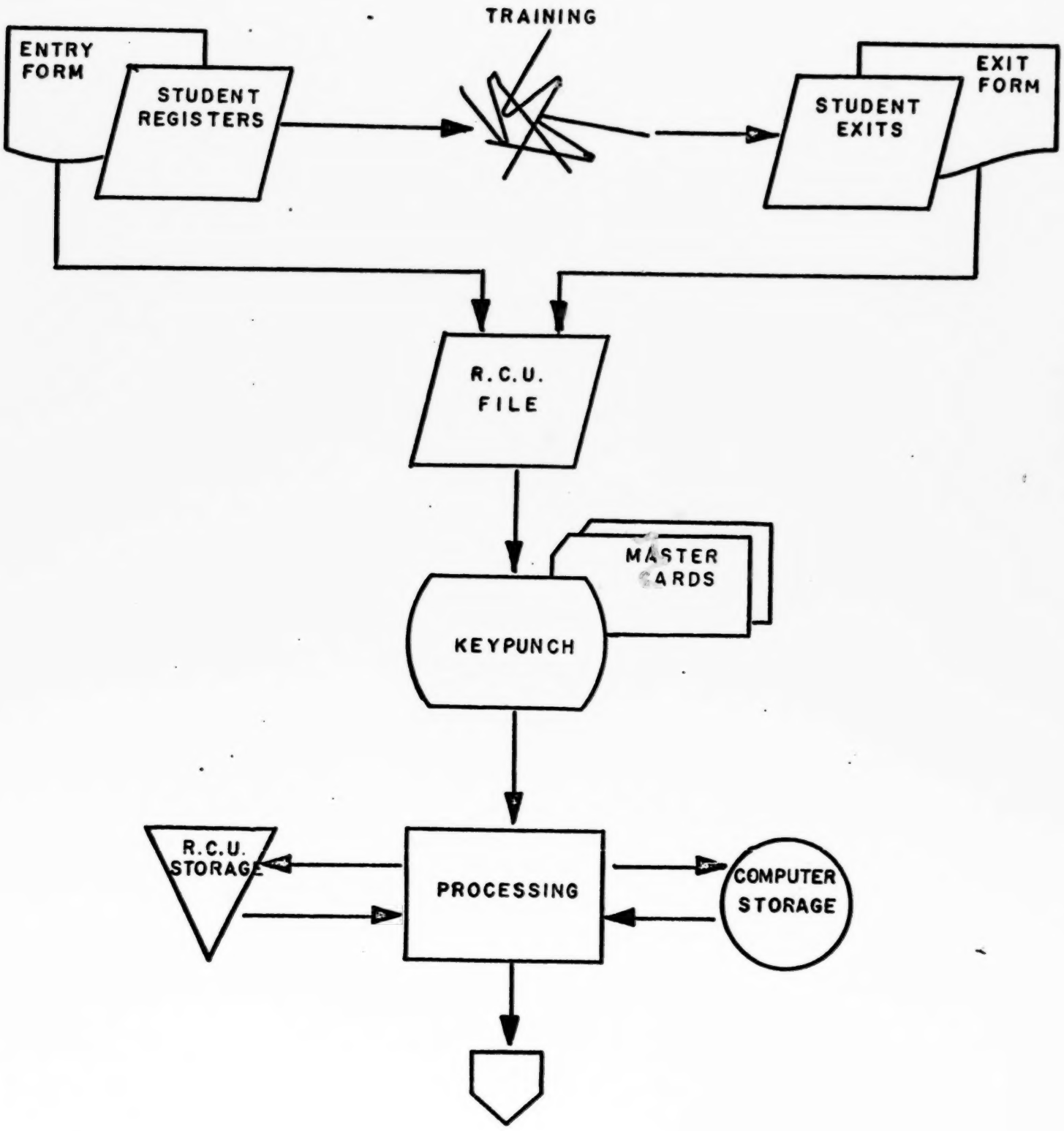

Figure 1

Enrollment/Exit/Follow-Up System

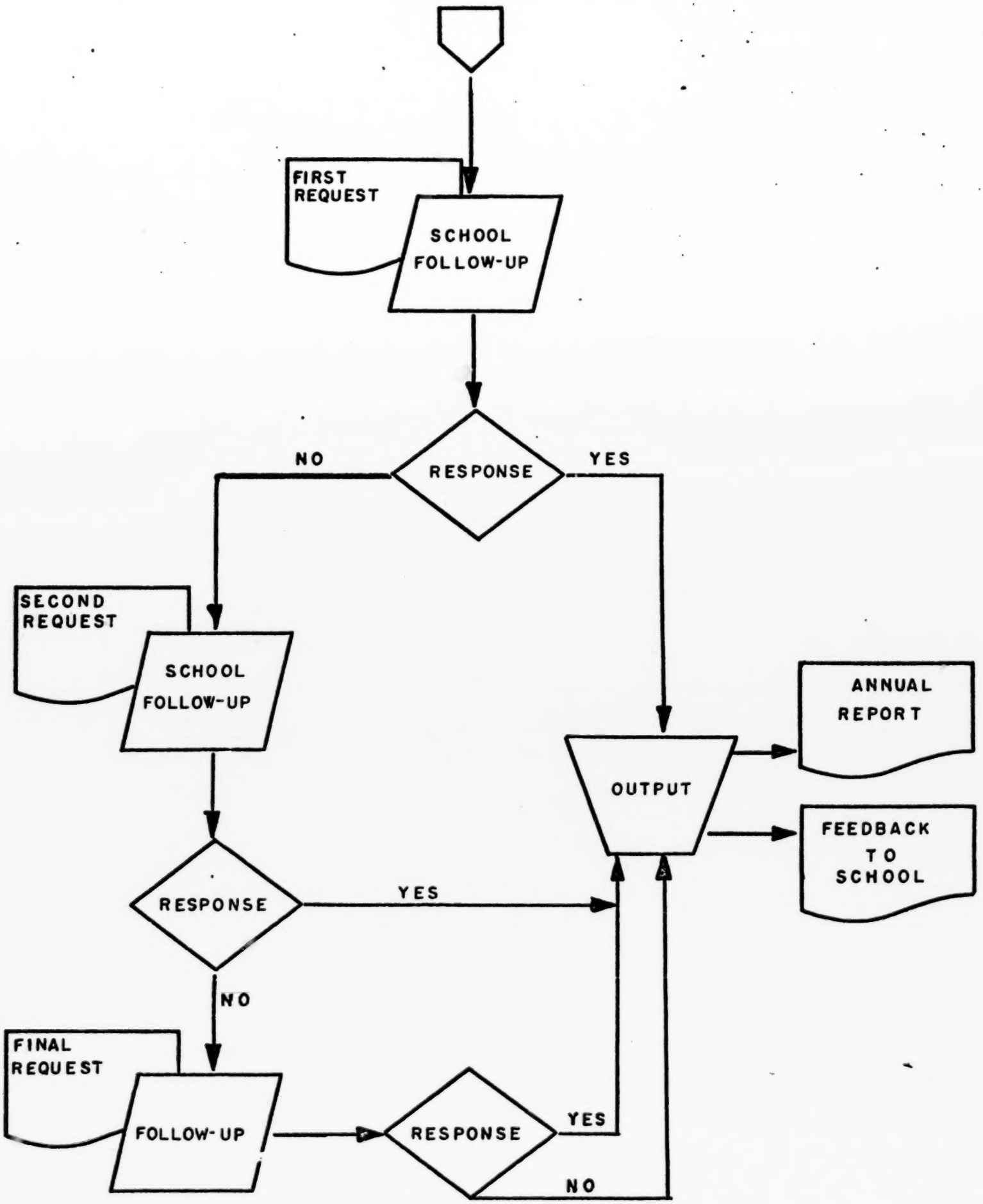

Figure 2

Enrollment/Exit/Follow-Up System

III. GENERAL PROCEDURE

The enrollment/exit/follow-up survey described herein is intended to cover only those students enrolled in vocational programs funded by state and/or federal vocational education funds. Data cards shall be completed on every student enrolled in such programs. Personnel enrolled in college preparatory, academic, general, or vocational courses which are not funded through vocational education funds will not be represented on data cards.

The collection of accurate information is essential to the validity of any survey. In this effort, the instruments utilized are standardized data cards. Ease in mailing, filing, encoding, and general handling dictated this choice. Further, to the maximum extent possible, the required information may be indicated with a check-mark ("✓" or "X"), thereby reducing typing or printing to a minimum.

Specific instructions for the completion and submission of the data cards follow in succeeding pages of this publication. In a broad overview, the system is intended to operate in the following manner:

Upon a student's enrollment in a vocationally oriented course of training, the school records information on an "Entry card", RCU Form 1 (see figure 4, page 23). This form is transmitted to the Research Coordinating Unit, Office of the State Superintendent of Public Instruction, where the data is encoded and transferred to magnetic tape storage for subsequent computer use. Other than a change in the course of training, should any of the information on the student be changed, such information shall be submitted to the RCU by completion and transmission of a "Change card", RCU form 1a (figure 5, page 25).

Upon the exit of a student from a course of training for any reason, whether the course of training was completed or not, pertinent information shall be recorded and transmitted to the RCU on an "Exit card" RCU Form 2 (figure 6, page 30).

Six months after the date of exit of a student from a course of training, the School shall transmit "Follow-Up cards" RCU Forms 3a and 3b (figures 7 & 8, pages 33 & 34) to the ex-students concerned. Normally, the forms will be transmitted to the exited students through mailings utilizing a letter of request under the school's letterhead enclosing a stamped, self-addressed envelope for return of the forms. If completed follow-up forms are not returned to the school within two weeks, the mailings will be repeated twice at two week intervals. Schools are encouraged to extract information from completed follow-up cards for their own analysis and use; however, the cards shall not be unduly delayed in retransmission to the RCU. Within one month after a non-responsive third mailing, the school shall provide the RCU with a list of non-respondents.

Ex-students will be followed-up in a similar manner two and a half years and four and a half years from the date of exit from a course of training. However, the forms for these subsequent years have not yet been fully developed since it is anticipated that experience with the system over the next year will affect both formats and reporting procedures.

Each six months a computer output report will be transmitted to each participating school. This "feed-back" report will represent information in the data bank on the school's current enrollments, exited

students, etc., for the preceding six months. (For the proposed format of this report see figure 9, page 36.) An annual report summarizing all general information on Montana's Vocational Education will also be compiled and published after the conclusion of each school year. (Follow-Up and report cycles are represented graphically in figure 3, page 10.)

A high rate of returns from respondents is essential to render statistical significance and validity to the findings of this enrollment/ exit/ follow-up system. It is necessary, therefore, that all vocational students be made fully aware of the mechanics of the system as well as the prime need for their eventual follow-up response. In like manner, they must be positively assured that the information submitted is completely confidential and rendered anonymous through computerization. For these reasons, an indoctrination session on the system is recommended for all vocational students shortly after their enrollment.

While no formal procedure for completion of the data cards is prescribed and the method employed is left to the discretion of the local school authorities, the following suggestions are offered. Other than completion of the "Follow-up cards" (RCU Forms 3a & 3b), a student should not directly make entries on the cards--all entries on the "Entry", "Change", and "Exit" cards (RCU Forms 1, 1a, & 2) should be the responsibility of school authorities. Some form of administrative control in the school's office will be required; therefore, the following sequence appears to be a logical pattern:

Since some of the information required on the Form 1 is readily

available in the school's files, a control log and the initial entries can be completed by the administrative section; name, address, school code, etc. The entry cards may then be turned over to the students' instructors and counselors for completion and confirmation of the more individualized entries; marital status, employment, salary, etc. After completion by instructors and counselors, the cards are returned to the administrative office where they are rechecked for adequacy and accuracy, logged out, batch assembled, and transmitted to the RCU. Similar procedures should be initiated for completion of "Change" and "Exit" cards. Logs should also be established in the administrative office to assure the timely mailing, receipt, and transmission of the "Follow-Up" cards.

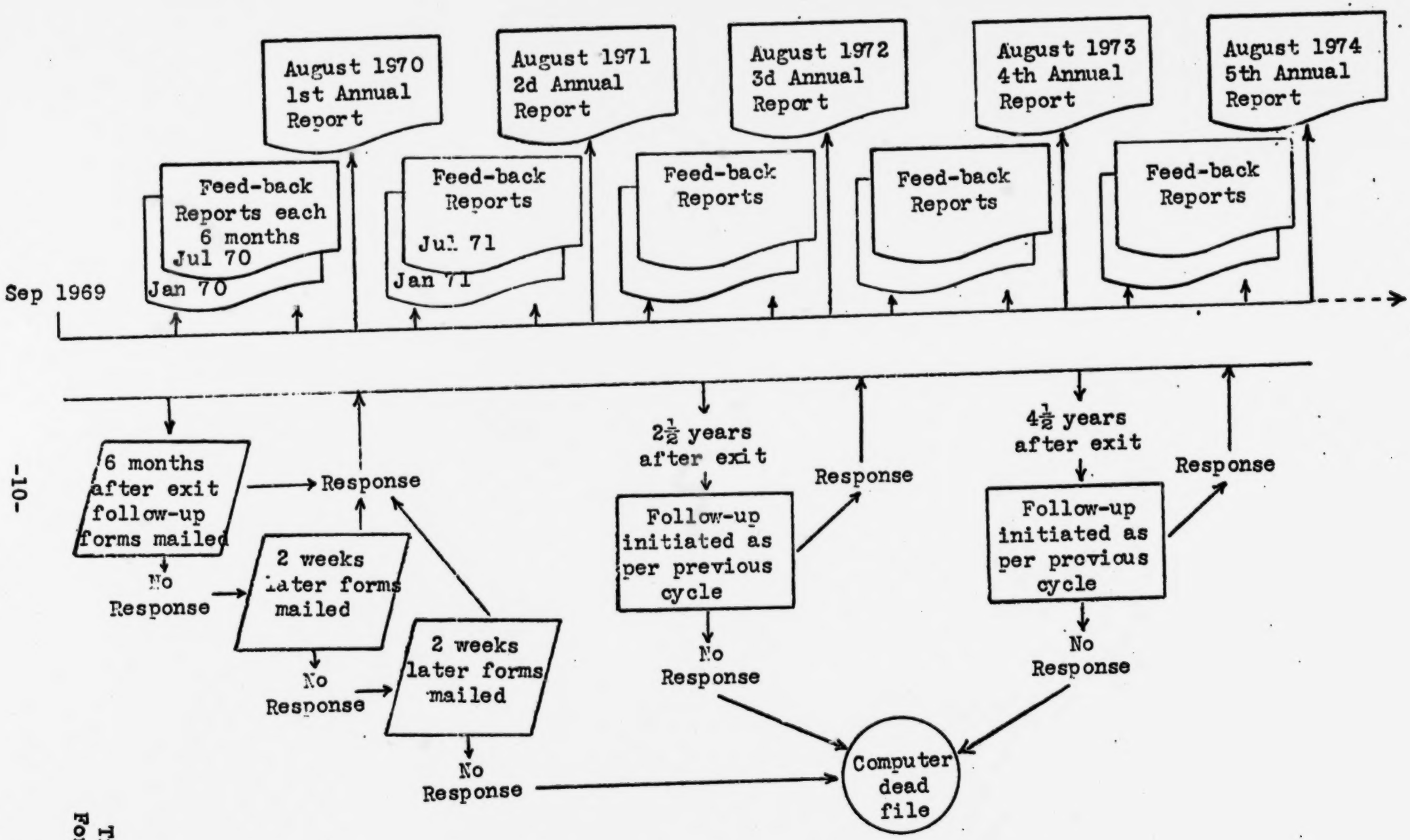

Figure 3

Time Phasing-
Forms & Reports

TIME PHASING FOR FOLLOW-UP FORMS AND REPORTS

IV. ENROLLMENT

Vocational programs supported by state and federal funds must be continually reviewed, evaluated, justified, and sustained through a number of various reporting demands. This overall system is designed to fully meet such requirements through computerized recapitulations of individual one-time reports, thus relieving schools of much of the multiple, recurring reporting procedures which are presently required.

In the interest of adequacy and accuracy, it is imperative that information on all students engaged in vocational training be complete and maintained in current status. Therefore, school authorities shall assure that the required data cards on vocational students (except MDTA students) are completed and transmitted to the RCU <u>not later than two weeks</u> following the date of enrollment, change of status, or exit from a vocational curriculum. Data cards may be batch assembled but the package transmitted will contain only data cards or correspondence pertaining to the enrollment/exit/follow-up system. Outer covers will be addressed as follows:

Research Coordinating Unit
Office of the Superintendent
of Public Instruction
State Capitol Building
Helena, Montana 59601

<u>VO-ED DATA CARDS</u>

Enrollments into vocational training are recorded on an "Entry card", RCU Form 1, (Figure 4, page 23). The Form 1 is printed front and back on yellow paper stock. The front face of the card is used to record information peculiar to the individual student. The reverse side of the card is utilized for recording information on the school,

course, type of training, etc. Other than information which can be indicated by a check-mark, all entries should be typewritten or printed. Explanatory notes on all items are listed below. Instructions for each item are numbered to facilitate references.

The following instructions pertain to information requested on the front face of the RCU Form 1:

1. SOCIAL SECURITY NUMBER. Type or print the student's complete Social Security Number. Example: 505-09-1112. Since the very nature and purpose of vocational training is preparation for gainful employment, application for and receipt of a Social Security Number is a first prerequisite to any form of occupational training. Further, magnetic tape data storage and processing of the information developed in this survey requires numerical coding. Use of a Social Security Number enables such coding along with assuring anonymity and protection of confidential material.

2. STUDENT'S NAME. Type or print in blanks indicated. In the event student has no middle initial, enter: NMI. While names will not be associated nor directly correlated with data, they are initially necessary for cross-checks against erroneously entered social security numbers and may be utilized to facilitate or clarify correspondence with schools concerned.

3. HOME ADDRESS. Enter completely as indicated. Addresses must be maintained in current status to enable follow-up.

4. HOME PHONE. Enter complete number. In the event of no phone, indicate: NONE.

5. YEAR OF BIRTH. Enter in four digits. Example: 1946.

6. SEX. Enter "M" or "F", as applicable.

7. MARITAL STATUS. Check "✓" or "X" applicable status.

8. NUMBER OF DEPENDENTS. Enter only the number dependent upon the student for support. Examples: A student with no dependents: NONE. A student with a dependent wife and one child: TWO.

9. CURRENTLY EMPLOYED. If "NO" is checked, no further entry is necessary. If "YES" is checked, either "Full-time" or "Part-time" must also be indicated.

10. MONTHLY SALARY. If student is unemployed, enter: NONE. If student is employed, enter total monthly salary before deductions.

11. CIRCLE HIGHEST GRADE COMPLETED. Circle only the highest grade of formal schooling completed as evidenced by school records or transcripts. "PG" = Post baccalaureate graduate work.

12. HANDICAPPED. In the past, school authorities have recognized characteristics and attributes displayed by students as handicaps to the learning process, but have been loath to designate such handicaps or individuals. Fear of stigmatizing the student by placing him in an undesirable category, apprehensions of parental disfavor, and even fear of civil suit have been offered as reasons for such reluctance. Nevertheless, through the very nature of the teaching/learning process, there is a specific duty incumbent in the professional role of the teacher and/or counselor to properly assess and identify such handicaps in individuals in order that reasonable corrective efforts might be afforded.

This duty is further emphasized by the fact that Congress has specified that certain percentages of funds allocated to vocational education must be utilized specifically for the education of the "handicapped" and the "disadvantaged" and must be so accounted for in federal reports. Since the information reported on this data card is accorded confidential status between the local school system and the Office of the Superintendent of Public Instruction, rendered anonymous through computer storage, and can only accrue benefits for the students affected, there should be no hesitancy in properly marking the data card to reflect impediments to effective learning.

It is further recognized that, in the final analysis, factors which are detrimental to a student's progress are best assessed by the professional teachers, counselors, and school authorities who are in daily contact with the student--and their judgement will be respected. The following are general conditions which impede learning. Since there can be no absolute measure of these conditions, the final determination is left to the discretion of the school authorities.

a. SIGHT. Any optical aberration or impairment of visual acuity which impedes the student's learning abilities. Examples: Cross or wall eyes, astigmatism, near or farsightedness, etc. Note that, is some cases, even though the student wears corrective glasses, visual problems may still detract from the student's ability to learn at a normal rate or will be a continual problem in seeking employment.

b. HEARING. As above, record for any aural problem discerned.

c. SPEECH. Record for any faulty speech patterns whether

manifested physically (cleft palate, hare-lip, etc.), by abnormality (stuttering, stammering, etc.), or by subnormality (inadequate vocabulary, inability to adequately express ideas, etc.).

d. SLOW LEARNER. Record for any student who demonstrates an abnormally slow learning rate whether from known or unknown causes. This includes minor retardation, students with learning disabilities, and the so-called "dull-normal".

e. CHRONIC ILLNESS. Record for any student who is subject to chronic illnesses which result in frequent absences or otherwise impedes learning and progress toward ultimate employment.

f. EMOTIONALLY DISTURBED. Record for any emotional disturbance discerned (causes known or unknown) which is detrimental to the student's progress. Note that emotional disturbances are frequently related to other conditons listed under "HANDICAPPED" and "DISADVANTAGED": Illness, physical impairments, academic deficiencies, home environment, and the like.

g. PHYSICALLY IMPAIRED. Record for the more subtle impediments such as faulty coordination, deficiencies in manipulative control, dexterity, debilitation, etc., as well as the more obvious crippling defects; withered limbs, pronounced limp, amputations, and the like.

h. MENTALLY RETARDED. Record only those clinically diagnosed as retarded.

i. OTHER. Students may be handicapped for reasons other than those listed above. However, if "OTHER" is checked, briefly

specify the condition which presents the handicap.

13. DISADVANTAGED. Refer to explanatory notes in paragraph 12 above.

a. ACADEMIC DEFICIENCY. Record for those students who are deficient in a certain subject or subjects and require remedial work in order to progress through a course of training; reading, mathematics, etc. Also record for students who are chronic "underachievers".

b. GEOGRAPHIC ISOLATION. Isolation may be determined as applicable to the school, community, or individual student. Examples: School--very small school population, inability to recruit and retain well qualified teachers, inability to initiate and maintain diverse vocational programs, etc. Community--low population and/or tax base, little to no employment opportunities to absorb vocational graduates, etc. Student--must travel appreciable distances from home to school, cannot participate in extra-curricular or social activities, has needs and/or capabilities which cannot be met within the school's curricula, etc.

c. ETHNIC MINORITY. On and off-reservation Indian, Negro, Mexican-American, migrants, etc.

d. INSTITUTIONALIZED. Students in correctional and rehabilitative institutions, orphanages, etc. Also includes students transported from institutions to nearby schools.

e. SOCIO-ECONOMIC. Record for students from sub-cultural and/or very low income environments.

f. HOME ENVIRONMENT. Record for students whose home environment appears to be detrimental to their progress: broken homes, foster parents, generally unsatisfactory home conditions, neglected children, unmet cultural, social, dental, medical, nutritional needs, etc.

g. PERSONALITY OR CHARACTER TRAITS. Record for students who display and are impeded by deficiencies in personality or character: chronic cheating or stealing, lack of cooperation, inability to get along with teachers and/or fellow-students, a history of delinquencies and/or disciplinary problems, etc.

h. OTHER. Students may suffer a disadvantage for reasons other than those listed. However, if "OTHER" is checked, briefly specify the condition which presents the difficulty.

The following instructions pertain to information requested on the reverse side of the RCU Form 1.

14. OCCUPATIONAL COURSE ENTERED. Enter the six digit course code which corresponds to the primary occupational training in which the student is enrolled. Tables listing the course codes are contained in Appendix A, pages 37 through 55.

A unique feature of this reporting system lies in the fact that a student is reported only in the course of training which corresponds to his primary vocational choice. For example, a high school student enrolls in a two year program of training in "Auto Mechanics, General". During the same two year period the student also enrolls in some elective courses in Business and Agriculture. Since, in the

case cited, the principal aim of the student's vocational program is to develop employable skills as an automotive mechanic, only one "Entry card" shall be submitted on this student reflecting his enrollment in "Auto Mechanics, General". Therefore, the course code entered will be "170301", the code listed on page 51, Appendix A. Neither additional entries in this space nor additional cards which reflect the elective courses in the 010000 and 040000 series, Agriculture and Business, will be submitted. Thus, duplications in vocational education counts are eliminated and more effective correlations and follow-ups in ex-students' subsequent employment patterns are enabled.

N.B. The course codes listed in Appendix A were based upon USOE codes published in 1966. However, the codes were developed and expanded to make the system compatible with Montana's needs in vocational education. Therefore, it is essential that only the coding system listed in Appendix A be utilized in the administration of this enrollment/exit/follow-up survey.

15. COURSE TITLE. Enter the descriptive title of the primary vocational training course in which the student is enrolled. It is not essential that this title agree exactly with the titles listed in Appendix A, but the title and the end occupation anticipated must agree with the course code assigned in the previous item.

16. DATE OF ENTRY. Enter the date of current enrollment numerically in the applicable spaces. Example: "9 15 69" for September 15, 1969.

17. TOTAL COURSE REQUIREMENT IN WEEKS. The purpose of this entry is to enable computation of an anticipated date for receipt of an exit

card rather than a measure of class time. However, because training programs which extend over one year and include vacation breaks in the interim present peculiar problems in accounting, two distinct methods of computation are necessary:

a. FOR COMPLETE TRAINING PROGRAMS WITHOUT A VACATION BREAK BETWEEN ENROLLMENT AND TERMINATION. Enter the total course requirement in calendar weeks. Example: A student enrolls in a course on January 3, 1970 and the complete course will terminate on December 22, 1970 without an intervening summer vacation. Enter: 51.

b. FOR TRAINING PROGRAMS WITH AN EXTENSIVE VACATION BREAK BETWEEN ENROLLMENT AND TERMINATION. Enter the total number of calendar weeks of training included within the current school year. Example: A student enters a two year training program on September 15, 1969. The course is interrupted for a twelve week summer vacation on June 30, 1970. Enter: 39. (Note that short holiday breaks and reregistration between quarters or semesters are not considered major interruptions of training.)

18. SCHOOL LEGAL ENTITY CODE. A complete list of school code numbers for all Montana Schools offering reimbursable vocational courses is contained in Appendix B, pages 56 through 62. Enter appropriate four digit code number in the space provided.

19. LEVEL OF COURSE. The following definitions apply to entries to be made in this section:

a. HIGH SCHOOL. Applies to students enrolled in a High School

on a full-time basis. Also check applicable grade level. It is recognized that some high school students are provided vocational training at a nearby Vo-Tech Center. Nevertheless, these personnel are "High School" students and reporting requirements for these students remain the responsibility of the High School in which they are enrolled.

b. POST SECONDARY. Applies only to students enrolled in a Post Secondary School on a full-time basis. Such schools include Post Secondary Vo-Tech Centers and similar Post Secondary Schools operated by High School Districts, Junior and Community Colleges, and the less than baccalaureate vocational training courses offered at Northern Montana College. Also check appropriate year level of training.

c. ADULT. Many students attend vocational courses offered by High School Districts and Post Secondary Schools on a less than full-time basis. For the purpose of this survey, such less than full-time enrollment will be designated as Adult Education. Also indicate whether the training is "Preparatory"--preparing the student for intial entry job skills, or "Supplementary"--either upgrading skills already possessed or further enhancing employability through additional training.

20. FUNDED BY. "VO-ED" will be checked for all students whose training is supported through state or federal vocational education funds. MDTA students are frequently "slotted-in" to vocational courses operated within school systems. However, the accounting responsibility for MDTA students remains solely with the MDTA Supervisors within the

Office of the Superintendent of Public Instruction. In effect, school authorities shall assume no direct responsibility for accounting for MDTA students, but will cooperate with MDTA Supervisors when information is solicited.

21. TYPE OF TRAINING. Check appropriate information in accordance with the following definitions:

a. APPRENTICE. Apprentice training is designed for persons 16 years of age or older and who are covered by a written agreement with an employer, which apprenticeship agreement is approved and under the jurisdiction of the Montana State Apprenticeship Council and provides for not less than 4,000 hours of reasonably continuous employment. Training shall include a minimum of 144 hours of related and supplemental instruction under state and local boards responsible for vocational education and according to the Montana Apprenticeship Law.

b. EXEMPLARY. Exemplary programs shall enable educational agencies to explore, develop and demonstrate innovative concepts without inhibiting restrictions imposed by traditional programs for vocational education and shall thereby encourage, stimulate, promote and implement creative and sensitive novel models for occupational systems of high quality designed to prepare individuals for their next role in life. Exemplary programs are conducted according to Part D of the Vocational Education Amendments of 1968 and Section 6 of Part I of the Montana State Plan for Vocational Education.

c. RESIDENTIAL. A residential school is an educational institution in which students of vocational education are boarded and lodged as well as educated. Residential schools are designed to provide vocational education (including room, board and other necessities) for youths, at least fifteen years of age at the time of enrollment, who need full-time study on a residential basis in order to benefit fully from such education. Residential vocational education will be conducted according to Part E of the Vocational Education Amendments of 1968 and Section 7, Part I of the Montana State Plan for Vocational Education.

d. UNDER CONTRACT. A vocational educational program is under contract when there is an indication that instruction or an instructional service is provided through a contractual relationship between the State Board, a school or school system and another school, school system or other agency.

e. COOPERATIVE (DE). Cooperative education (DE) is designed to provide formal classroom training which is integrated with business experiences in a business laboratory station to achieve

career objectives for students enrolled in the field of distributive education. The experience of the student-trainee is coordinated between the institutional training and the on-the-job work by a qualified distributive education teacher-coordinator and the business laboratory station employer. Cooperative education (DE) is funded under Part B of the Vocational Education Act of 1968.

f. WORK/STUDY. Work-study programs are designed to provide work opportunities for full-time vocational education students who need financial help to commence or continue their vocational education pursuits. Employment under the work-study program will be furnished only to a student who: (1) has been accepted for enrollment or, if he is already enrolled, is in good standing and in full-time attendance as a full-time student in a program which meets the standards prescribed by the State Board and the local educational agency for vocational education programs under the Vocational Education Amendments of 1968; (2) is in need of the earnings from such employment to commence or continue his vocational education program; and (3) is at least fifteen years of age and less than twenty-one years of age on the date of the commencement of employment and is capable, in the opinion of the appropriate school authorities, of maintaining a good standing in his school program while employed under the work-study program. Work-study programs will be conducted according to Part H of the Vocational Education Amendments of 1968 and Section 10, Part I of the Montana State Plan for Vocational Education.

g. COOPERATIVE WORK/STUDY. Cooperative work/study is a program of vocational education for persons who, through a cooperative arrangement between the school and employers, receive instruction. This includes the required academic courses and related vocational instruction by the alternation of study in school with a job in a related occupational field. These two experiences must be planned and supervised by qualified cooperative education school coordinators and employers so that each contributes to the student's education and to his employability. Work periods and school attendance may be on alternate half days, full days, weeks or other periods of time in fulfilling the cooperative vocational education work/study program.

22. NAME AND ADDRESS OF SCHOOL. Self explanatory.

SOCIAL SECURITY NUMBER: _____

STUDENT'S NAME: _____ Last _____ First _____ MI

HOME ADDRESS: _____ Number Street City State Zip Code

HOME PHONE: _____

_____ YEAR OF BIRTH

SEX: _____ M or F

MARITAL STATUS ◯ Single ◯ Married ◯ Widowed ◯ Divorced ◯ Separated

NUMBER OF DEPENDENTS: If applicable _____

CURRENTLY EMPLOYED: ◯ Yes ◯ No ◯ Full-time ◯ Part-time

MONTHLY SALARY: $ _____

Circle highest grade completed: 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 PG

◯ HANDICAPPED. (If checked, indicate one or more reasons below)

- ◯ Sight
- ◯ Hearing
- ◯ Speech
- ◯ Slow Learner
- ◯ Other (Specify):
- ◯ Chronic Illness
- ◯ Emotionally Disturbed
- ◯ Physically Impaired
- ◯ Mentally Retarded

◯ DISADVANTAGED. (If checked, indicate one or more reasons below)

- ◯ Academic Deficiency
- ◯ Geographic Isolation
- ◯ Ethnic Minority
- ◯ Institutionalized
- ◯ Other (Specify):
- ◯ Socio-Economic
- ◯ Home Environment
- ◯ Personality or Character Traits

R.C.U. FORM 1 Jan 69 ENTRY--STUDENT IDENTIFIER DD-S 10672-0

OCCUPATIONAL COURSE ENTERED: _ _ _ _ _ _ 6 Digit Course Code

COURSE TITLE:

DATE OF ENTRY INTO COURSE: _____ Month _____ Day _____ Year

TOTAL COURSE REQUIREMENT IN WEEKS: _____

SCHOOL LEGAL ENTITY CODE: _ _ _ _

LEVEL OF COURSE: Check as applicable

◯ HIGH SCHOOL ◯ 9th ◯ 10th ◯ 11th ◯ 12th

◯ POST SECONDARY ◯ 1st year ◯ 2nd year

◯ ADULT ◯ Preparatory ◯ Supplementary

FUNDED BY: ◯ VO-ED ◯ MDTA

TYPE OF TRAINING: If applicable ◯ Apprentice ◯ Exemplary ◯ Residential ◯ Under contract ◯ Cooperative (DE) ◯ Work/Study ◯ Cooperative Work/Study

NAME AND ADDRESS OF SCHOOL:

DD-S 10673-0 ENTRY--COURSE IDENTIFIER

Figure 4

Entry Card, RCU Form 1

V. CHANGES

Between enrollment and ultimate exit from a course of training, provisions for changes, new information, and correction of errors, must be enabled. Examples: Conditions which qualify the student as "handicapped" or "disadvantaged" are frequently ascertained only after a student has spent considerable time in a course of training. Changes also occur in addresses, marital and dependent status, etc. In this system, such information will be transmitted by a "Change card", RCU Form 1a, (Figure 5, page 25). The Form 1a is identical to the Form 1 except for the over-printed word "CHANGE" across the front face and the color of the card stock--pink.

School authorities will effect changes and corrections to previously submitted information by transmittal of a "Change card" to the RCU. All items on the front and reverse sides of the form shall be completed in accordance with instructions contained in the preceding Section IV, ENROLLMENT. This will enable complete erasure of the information previously submitted on the individual student which is stored on magnetic tape and replacement by the revised, more current and accurate data.

Note that should a student drop a primary course of training and enroll in another primary occupational course, such an action may <u>not</u> be recorded by submission of a "Change card". Such an action constitutes an "EXIT" rather than a change and will effected by submission of an "Exit card", RCU Form 2, on the training dropped and an "Entry card", RCU Form 1, on the new program of training entered.

SOCIAL SECURITY NUMBER: _____

STUDENT'S NAME: _____ Last _____ First _____ MI

HOME ADDRESS: _____ Number Street City State Zip Code

HOME PHONE: _____

_____ YEAR OF BIRTH

SEX: _____ M or F

MARITAL STATUS ◯ Single ◯ Married ◯ Widowed ◯ Divorced ◯ Separated

NUMBER OF DEPENDENTS: If applicable _____

CURRENTLY EMPLOYED: ◯ Yes ◯ No ◯ Full-time ◯ Part-time

MONTHLY SALARY: $ _____

Circle highest grade completed: 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 PG

◯ HANDICAPPED. (If checked, indicate one or more reasons below)

- ◯ Sight
- ◯ Hearing
- ◯ Speech
- ◯ Slow Learner
- ◯ Other (Specify):
- ◯ Chronic Illness
- ◯ Emotionally Disturbed
- ◯ Physically Impaired
- ◯ Mentally Retarded

◯ DISADVANTAGED. (If checked, indicate one or more reasons below)

- ◯ Academic Deficiency
- ◯ Geographic Isolation
- ◯ Ethnic Minority
- ◯ Institutionalized
- ◯ Other (Specify):
- ◯ Socio-Economic
- ◯ Home Environment
- ◯ Personality or Character Traits

R.C.U. FORM 1a Jan 69 ENTRY--STUDENT IDENTIFIER DD-S 10669-0

OCCUPATIONAL COURSE ENTERED: _ _ _ _ _ _ 6 Digit Course Code

COURSE TITLE:

DATE OF ENTRY INTO COURSE: _____ Month _____ Day _____ Year

TOTAL COURSE REQUIREMENT IN WEEKS: _____

SCHOOL LEGAL ENTITY CODE: _ _ _ _

LEVEL OF COURSE: Check as applicable

- ◯ HIGH SCHOOL
  - ◯ 9th ◯ 10th ◯ 11th ◯ 12th
- ◯ POST SECONDARY
  - ◯ 1st year ◯ 2nd year
- ◯ ADULT
  - ◯ Preparatory ◯ Supplementary

FUNDED BY: ◯ VO-ED ◯ MDTA

TYPE OF TRAINING: If applicable

- ◯ Apprentice
- ◯ Exemplary
- ◯ Residential
- ◯ Under contract
- ◯ Cooperative (DE)
- ◯ Work/Study
- ◯ Cooperative Work/Study

NAME AND ADDRESS OF SCHOOL:

DD-S 10673-0 ENTRY--COURSE IDENTIFIER

Figure 5

Change Card, RCU Form 1a

VI. EXITS

Terminations of primary courses of training will be recorded through submission of an "Exit card", RCU Form 2, (Figure 6, page 30). The Form 2 is single-faced and printed on orange paper stock. The following explanatory notes apply to entries to be made on Exit Cards.

1. SOCIAL SECURITY NUMBER. Type or print the student's complete Social Security Number. Example: 505-09-1112.

2. LAST NAME. Type or print student's last name.

3. DATE OF EXIT. Enter numerically the last date student attended class in the primary course of training. Example: "12 3 69" for December 3, 1969.

4. COURSE CODE. Enter the same six digit code number assigned to the course of training as recorded on the student's "Entry card", RCU Form 1 (reference Sec. IV, para. 14, and Appendix A). This code comprises the occupation for which the student was being trained and against which follow-up correlations will be made.

a. EXCEPTION. It is possible that a student may not be considered as qualified for job entry into the occupation for which he trained but is considered capable of entry into a job requiring lesser skill in the same occupational field. Example: A student had been enrolled in a course designed to train him for job entry as a "Computer Programmer--Code 140203". Upon exit from training, the instructor considers the ex-student incapable of performing as a "Programmer" but sufficiently qualified for employment as a "Computer Operator--Code 140204". In

such event, "140204" may be entered as the Course Code. N.B. Such substituted code entries are permissable only if the first four numbers of the job cluster are matched. In the case described, substitution of a code within the 140300 series would not be acceptable.

5. COURSE TITLE. Enter the descriptive title for the course in which the student was enrolled.

6. SCHOOL LEGAL ENTITY CODE. Enter the four digit code assigned to the School (Appendix B).

7. COURSE TIME COMPLETED IN WEEKS. Enter the total number of calendar weeks of actual training attended. Example: Enrolled September 15, 1969 in a course of training scheduled to terminate on December 19, 1969. Student dropped from training on October 9, 1969. Enter: 4.

8. WAS COURSE SUCCESSFULLY COMPLETED? Check "YES" only if the complete course was successfully completed. For any failures or terminations of training prior to the scheduled termination date, check "NO".

9. UPON EXIT, IS STUDENT SUITABLE FOR JOB ENTRY? Self-explanatory. However, note that more than skills are implied in the word "suitable".

10. IF NOT SUITABLE FOR JOB ENTRY STATE REASON. If "YES" was checked on the previous item, no entry is necessary. If "NO" was checked, enter a concisely stated reason for the negative response.

The essence of vocational training is preparation for employment and anything that detracts from an ex-student's capability or suitability for employment requires identification before corrective measures can be effected. Therefore, completely candid but succinctly stated reasons for the unsuitability for employment displayed by some individuals are solicited. Although not all-inclusive, the following examples are intended as guides to the types of entries desired.

"Insufficiently trained", "Poor work habits", "Emotional instability", "Chronic illness", "Physical impairment", "Misconduct". Excessive shyness, lack of consideration for others, inability to get along with peers or superiors, blame-shifting, and the like, may be recorded as "Defective Personality". Chronic lying, cheating, stealing, a history of delinquency, drug or alcoholic addiction, may be categorized as "Defective Traits of Character".

11. IF COURSE WAS NOT COMPLETED, STATE REASON FOR STUDENT'S EXIT. No entry is necessary if the course was completed. If not, state the reason or reasons concisely.

a. By action of school: "Misconduct", "Poor attendance", "Failing grades", "Disciplinary problems", etc.

b. By action of the student: "Marriage", "Pregnancy", "Moved from area", "Lost interest", "Reasons unknown", etc. (Avoid use of the term "Drop-out" unless the student withdrew from school entirely.)

12. STUDENT'S HOME OR FORWARDING ADDRESS AND PHONE NUMBER. Current information is necessary for follow-up.

"VACATION EXIT". As previously stated, interruptions of training such as those resulting from summer vacations cause peculiar accounting problems and induce errors. To eliminate as many difficulties as possible, whenever training is to be interrupted for one or more months, a "Vacation Exit" will be submitted to the RCU. The Form 2 will be employed for this purpose, however, only the first six items of the form will be completed (paragraphs 1 through 6 above). In addition, the word "Vacation" will be printed across the front face of the form.

When training is resumed after the interruption, a new "Entry card", RCU Form 1, will be completed and transmitted to the RCU. (Two year high school vocational courses typify this procedure. Training is interrupted in June at which time a "Vacation Exit" is submitted. When the student reenrolls in the course of training in September, a new "Entry card" is submitted.)

If after a "Vacation Exit" the student fails to reenroll in the same course of training, a fully executed "Exit card", Form 2, must be submitted to the RCU.

SOCIAL SECURITY NUMBER: _____

Last Name: _____

DATE OF EXIT: ___ ___ ___ (Month Day Year)

COURSE CODE: _ _ _ _ _ _ (6 Digit Code)

COURSE TITLE:

SCHOOL LEGAL ENTITY CODE: _ _ _ _

COURSE TIME COMPLETED IN WEEKS: _____

WAS COURSE SUCCESSFULLY COMPLETED? ○ Yes ○ No

UPON EXIT, IS STUDENT SUITABLE FOR JOB ENTRY? ○ Yes ○ No

IF NOT SUITABLE FOR JOB ENTRY STATE REASON:

IF COURSE WAS NOT COMPLETED, STATE REASON FOR STUDENT'S EXIT:

STUDENT'S HOME OR FORWARDING ADDRESS AND PHONE NUMBER:

R.C.U. FORM 2 Jan 69 EXIT FROM COURSE DD-U 11207

Figure 6

Exit Card, RCU Form 2

VII. FOLLOW-UP

The statistical validity of a follow-up survey may be directly correlated to the number of responses received. Foreknowledge, along with the reasons for the survey and the applications to be made from the results all have been proven efficacious in increasing response ratios. Therefore, it is essential that all vocational students be fully apprised of the importance of their individual and collective responses in effecting improvements in vocational training. Beyond an initial indoctrination into the enrollment/exit/follow-up system shortly after enrollment, reiteration immediately prior to the exit of a student is most important.

Six months after the date of exit from a primary occupational training course, the "Follow-Up Cards", RCU Forms 3a and 3b (Figures 7 & 8, pages 33 & 34), will be transmitted to the ex-student. In the majority of cases, the cards will be mailed as enclosures to a letter of request on school stationery. A pre-stamped, self-addressed envelope shall also be enclosed. The letter should emphasize the need for the information solicited, the necessity for completion of all items on both forms, the anonymity and confidential treatment which will be accorded, and the importance placed upon the ex-students' responses toward progressive curricular improvements. In the event of non-response, the school shall repeat the mailing twice at two week intervals and provide the RCU with a list of non-respondents after the third mailing.

As previously stated, most follow-ups will be conducted by mail, however, Montana's many small school communities afford unique oppor-

tunities for continued personal contacts between school authorities and ex-students which are rarely found in large school systems. In such case, better response ratios may be achieved through individualized contacts between the school and former students. Telephone contacts may also be utilized to persuasively induce participation.

The "Follow-Up Cards", RCU Forms 3a and 3b are printed front and back on natural manila stock. Both forms are transmitted to the ex-student on the follow-up six months after exit. While the cards are designed for a simple check-off by the respondent, schools are encouraged to personalize the cards by typing the former student's social security number and last name in the applicable spaces on both cards before mailing.

The Form 3a elicits information on the individual's activities since exit from training; employment, salary, employer information, job-search pattern, etc. The front face of the Form 3b enables the ex-student's opinions on the training program as related to his capabilities in the world-of-work; the reverse side of the Form 3b enables student evaluations of the training curriculum, facilities, and adequacy of instruction.

While schools are encouraged to extract information from the follow-up cards for their own use, the cards should not be marked, defaced, or unduly delayed in retransmission to the RCU.

The system also envisions follow-ups to be made two and half years and four and a half years after exit. Appropriate forms are under development for these subsequent follow-ups and will be provided in sufficient time for such action.

SOCIAL SECURITY NUMBER: _____

LAST NAME: _____

ARE YOU ON ACTIVE DUTY IN THE ARMED FORCES? ◯ Yes ◯ No

ARE YOU ENROLLED IN? ◯ 4 yr College ◯ 2 yr College ◯ Vo-Tech Sch ◯ Adult Educ. ◯ Other Training ◯ None

ARE YOU NOW EMPLOYED? ◯ Full-time ◯ Part-time ◯ Self-employed ◯ Unemployed

ARE YOU EMPLOYED IN THE OCCUPATION FOR WHICH YOU TRAINED? ◯ Yes ◯ No

IF NOT EMPLOYED IN THE OCCUPATION FOR WHICH YOU TRAINED, ARE YOU EMPLOYED IN A RELATED OCCUPATION? ◯ Yes ◯ No ◯ Does not apply

DO YOU BELIEVE YOU WERE HIRED BECAUSE OF YOUR TRAINING? ◯ Yes ◯ No ◯ Does not apply

IF UNEMPLOYED & NOT SEEKING WORK, CHECK APPROPRIATE REASON: ◯ Marriage ◯ Retired ◯ Disability ◯ Does not apply ◯ Other (Specify) _____

WHAT IS YOUR CURRENT MONTHLY SALARY? ◯ None ◯ Below $299 ◯ $300-399 ◯ $400-499 ◯ $500-599 ◯ Above $600

STATE TITLE OF YOUR CURRENT JOB: _____

DATE YOU WERE HIRED FOR YOUR CURRENT JOB: _____

NAME AND COMPLETE ADDRESS OF YOUR CURRENT EMPLOYER:

R.C.U. FORM 3a Jan 69 STUDENT FOLLOW-UP DD-S 10670-0 (Also complete reverse side)

HOW MANY EMPLOYERS HAVE YOU HAD SINCE YOUR TRAINING? _____

HOW LONG AFTER TRAINING DID YOU OBTAIN YOUR FIRST FULL-TIME JOB? ◯ No waiting period ◯ Less than 4 weeks ◯ 4 to 7 weeks ◯ 8 to 24 weeks ◯ Over 24 weeks ◯ Never found job

HOW DID YOU ACQUIRE YOUR FIRST FULL-TIME JOB AFTER TRAINING? ◯ School Cooperative Program ◯ State Employment Sv ◯ Relative or Friend ◯ Search of Want Ads ◯ Teacher or Counselor ◯ Previous Employer ◯ Union Hiring ◯ Other: (Specify) _____

IF YOUR PRESENT JOB DIFFERS FROM YOUR OCCUPATIONAL TRAINING WHY DID YOU CHANGE? ◯ Couldn't find job ◯ Marriage ◯ Wanted better pay ◯ Disliked occupation ◯ Never intended to follow occupation ◯ Developed new interests ◯ Does not apply ◯ Other (Specify) _____

IF YOU DID NOT COMPLETE YOUR TRAINING COURSE STATE REASON: ◯ Lost interest in the course ◯ Training was too difficult ◯ Obtained enough training for the job I wanted ◯ Economic reasons ◯ Marriage ◯ Does not apply ◯ Other (Specify) _____

This space for your correct address and any explanations or comments you wish to make:

Before mailing, be certain you have answered all items on both sides of the forms. DD-S 10671-0

Figure 7

Follow-Up Card, RCU Form 3a

SOCIAL SECURITY NUMBER:	LAST NAME:

HOW MUCH DID THE TRAINING PROGRAM HELP YOU TO: (INDICATE ONE OPINION FOR EACH OF THE FOLLOWING)	GREAT DEAL	SOME	LITTLE OR NONE	NOT CERTAIN
Prepare job application forms	☐	☐	☐	☐
Prepare for job interviews	☐	☐	☐	☐
Find a job	☐	☐	☐	☐
Technically qualify for a job	☐	☐	☐	☐
Understand employment problems	☐	☐	☐	☐
Work with other people	☐	☐	☐	☐
Adjust to work responsibilities	☐	☐	☐	☐
Know your abilities and interests	☐	☐	☐	☐
Understand technical information	☐	☐	☐	☐
Prepare for further training	☐	☐	☐	☐

R.C.U. FORM 3b Jan 69 . STUDENT FOLLOW UP DD-3.10674-0 (Also complete reverse side)

INDICATE ONE RATING FOR EACH OF THE FOLLOWING IN YOUR VOCATIONAL TRAINING PROGRAM:

	EXCELLENT	ADEQUATE	POOR	VERY POOR
Ability of instructors to teach the course	☐	☐	☐	☐
Advice and help from Counselors	☐	☐	☐	☐
Adequacy of classrooms	☐	☐	☐	☐
Adequacy of Lab or Shop facilities	☐	☐	☐	☐
Textbooks and instructional material	☐	☐	☐	☐
Background theory	☐	☐	☐	☐
Practical application of training to job	☐	☐	☐	☐
Overall training program	☐	☐	☐	☐

WHAT ONE SUGGESTION WOULD YOU MAKE TO BETTER THE PROGRAM FOR FUTURE STUDENTS?

DD-3.10675-0 Before mailing, be certain you have answered all questions on both sides of the forms

Figure 8

Follow-Up Card, RCU Form 3b

VIII. REPORTS

In addition to providing schools with first-hand follow-up information on their former vocational students, this system will enable the RCU to generate and distribute two basic types of reports.

FEED-BACK REPORT. Twice each year, in January and July, a feed-back report will be compiled and transmitted to each of the participating schools. This report will be accomplished through means of a computer print-out and contain data compiled on vocational students and courses for the previous six month period. Such reports will contain information pertaining only to specific school systems for their own use and will not be subject to general distribution. The proposed format for this report is depicted in figure 9, page 36. Due to problems anticipated in initiating the system, refining data, and "de-bugging" the computer program, the initial feed-back report may be delayed beyond the scheduled date of January 1970.

ANNUAL REPORT. In August of each year an annual report will be compiled and published for general distribution. Such report will contain the major correlations and analyses of the vocational education information contained in the data bank.

FEED-BACK REPORT TO SCHOOLS
(each 6 months)

SCHOOL CODE AND NAME OF SCHOOL

Primary Training Code -- Title of Course -- Level of Course
(Following information on each training code)

CURRENT ENROLLMENT
TOTAL EXITS PAST 6 MOS.
COMPLETED EXITS PAST 6 MOS
RESPONSES RECD PAST 6 MOS
MALE RESPONSES
FEMALE RESPONSES
ACTIVE DUTY IN ARMED FORCES
ENROLLED IN FURTHER TNG
EMPLOYED IN TNG. OCCUP. — FULL TIME | PART TIME
EMPLOYED IN RELATED OCCUP. — FULL TIME | PART TIME
EMPLOYED IN OTHER OCCUP. — FULL TIME | PART TIME
SELF-EMPLOYED
UNEMPLOYED

TRAINING PROGRAM HELPED TO:	Great Deal	Some	Little or None	Not Certain
Prepare job applications				
Prepare for job interviews				
Find a job				
Technically qualify for job				
Understand employment problems				
Work with other people				
Adjust to work responsibilities				
Know abilities and interests				
Understand technical information				
Prepare for further training				
		Total responses in each category		

STUDENT RATINGS:	Excellent	Adequate	Poor	Very Poor
Ability of instructors				
Advice and help from counselors				
Adequacy of classrooms				
Adequacy of lab or shop facilities				
Textbooks and instructional material				
Background theory				
Practical application of training to job				
Overall training program				
		Total responses in each category		

Figure 9

Formt - Feedback Report

APPENDIX A

VOCATIONAL COURSE CODES

010000 Series
AGRICULTURE

01---- AGRICULTURE

0101-- AGRICULTURAL PRODUCTION
010101 Farm or Ranch Management, General
010102 Hatchery Production
010103 Dairy Production
010104 Animal Production
010105 Plant Production
010106 Farm or Ranch Mechanics
010199 Other (Specify)

0102-- AGRICULTURAL SUPPLIES
010201 Agricultural Supplies, General
010202 Agricultural Retail Sales
010203 Agricultural Wholesale Sales
010204 Hay/Feed/Grain - Storage, Sales and Distribution
010205 Agricultural Chemicals
010299 Other (Specify)

0103-- AGRICULTURAL MECHANICS
010301 Agricultural Mechanics, General
010302 Agricultural Power Operations and Mechanics
010303 Agricultural Machinery and Equipment Mechanic
010304 Agricultural Structures and Utilities
010305 Soil and Water Management
010399 Other (Specify)

0104-- AGRICULTURAL PRODUCTS PROCESSING
010401 Agricultural Products Processing, General
010402 Meat, Fish, Poultry, and Egg Processing
010403 Dairy Products Processing
010404 Fruits and Vegetables Processing
010405 Cereal Grain Processing
010499 Other (Specify)

0105-- ORNAMENTAL HORTICULTURE
010501 Ornamental Horticulture, General
010502 Arboriculture
010503 Floriculture
010504 Nursery Operation
010505 Greenhouse Management
010506 Landscaping
010507 Gardening
010599 Other (Specify)

0106-- AGRICULTURAL RESOURCES
010601 Agricultural Resources, General
010602 Air Pollution Control
010603 Forest Management
010604 Soil Management

010605	Water Management
010606	Fish and Wildlife Management
010607	Recreational Management
010699	Other (Specify)
0107--	FORESTRY
010701	Forestry Technician, General
010702	Timber Cruiser
010703	Fire Control
010704	Slash Control
010705	Reforestation
010706	Timber Scaling
010707	Timber Falling
010708	Timber Heavy Equipment Operator
010709	Timber Truck Driver
010710	Timber Heavy Duty Mechanic
010799	Other (Specify)
019900	OTHER AGRICULTURE (Specify)

040000 Series
DISTRIBUTIVE EDUCATION

04---- DISTRIBUTIVE EDUCATION

0401-- ADVERTISING SERVICES
040101 Advertising Services, General
040102 Layouts and Promotion
040199 Other (Specify)

0402-- APPAREL AND ACCESSORIES
040201 Apparel and Accessory Sales, General
040202 Fashion Merchandising
040299 Other (Specify)

0403-- AUTOMOTIVE AND PETROLEUM
040301 Automotive Sales and Distribution
040302 Petroleum Products Sales and Distribution
040303 Automotive Parts Counterman
040399 Other (Specify)

0404-- FINANCE AND CREDIT
040401 Finance and Credit, General
040402 Banking Services
040403 Loan Management
040404 Stocks and Bonds Management
040405 Credit Management
040406 Bank Teller
040407 Loan Clerk
040408 Credit Clerk
040499 Other (Specify)

0405-- FOOD DISTRIBUTION
040501 Food Retail Sales
040502 Food Wholesale Sales
040503 Food Sales Clerk
040504 Food Cashier/Checker
040505 Food Route Salesmen
040599 Other (Specify)

0406-- FOOD SERVICES
040601 Food Services, General
040602 Restaurant Management
040603 Food Preparation
040604 Bartender
040699 Other (Specify)

0407-- FOREIGN TRADE
040701 Export/Import Trade, General
040799 Other (Specify)

0408-- GENERAL MERCHANDISE
040801 Merchandising, General
040802 Department Store Sales

040803 General Merchandise Sales
040804 Tourist Sales
040899 Other (Specify)

0409-- HARDWARE, BUILDING MATERIALS, FARM AND GARDEN SUPPLIES, AND EQUIPMENT
040901 Hardware Sales
040902 Building Material Sales
040903 Farm and Garden Sales
040904 Wholesale and Contractor Sales
040999 Other (Specify)

0410-- HOME FURNISHINGS
041001 Furniture Sales
041002 Appliance Sales
041003 Fabric Sales
041099 Other (Specify)

0411-- HOTEL AND LODGING
041101 Tourist Services, General
041102 Hotel Management
041103 Motel Management
041199 Other (Specify)

0412-- INSURANCE
041201 Insurance, General
041202 Insurance Sales
041203 Insurance Clerk
041299 Other (Specify)

0413-- SMALL BUSINESS MANAGEMENT
041301 Small Business Management, General
041302 Small Business (Tourist)
041399 Other (Specify)

0414-- MARKETING
041401 Marketing, General
041499 Other (Specify)

0415-- MID-MANAGEMENT
041501 Mid-Management, General
041502 Personnel Services
041503 Production Control and Supervision
041504 Personnel Supervision
041599 Other (Specify)

0416-- REAL ESTATE
041601 Real Estate, General
041602 Real Estate Agent
041603 Real Estate Appraisal
041604 Real Estate Clerk
041699 Other (Specify)

0417-- RETAILING
041701 Retailing, General
041799 Other (Specify)

0418-- TRANSPORTATION
041801 Transportation, General
041802 Passenger Transportation
041803 Freight Transportation
041804 Warehousing and Storage
041805 Tourist Traffic
041899 Other (Specify)

0419-- WHOLESALING
041901 Wholesaling, General
041999 Other (Specify)

049900 OTHER DISTRIBUTIVE EDUCATION (Specify)

070000 Series
HEALTH OCCUPATIONS

07---- HEALTH OCCUPATIONS

0701-- DENTAL SERVICES
070101 Dental Assistant
070102 Dental Hygienist (Associate Degree)
070103 Dental Laboratory Technician
070199 Other (Specify)

0702-- MEDICAL SERVICES
070201 Cytology Technician
070202 Histology Technician
070203 Medical Laboratory Technician
070204 Medical Laboratory Aide
070205 Nurse (Registered)
070206 Nurse (Associate Degree)
070207 Practical Nurse
070208 Nurse's Aide
070209 Inhalation Therapy Technician
070210 Medical X-Ray Technician
070211 Operating Room Technician
070212 Occupational Therapy Aide
070213 Physical Therapy Aide
070214 Electroencephalograph Technician
070215 Electrocardiograph Technician
070216 Home Health Aide
070217 Medical Orderly
070218 Pharmacy Aide
070219 Psychiatric Aide
070220 Geriatric Aide
070221 Ward Clerk
070299 Other (Specify)

0703-- ALLIED DENTAL, MEDICAL, AND NURSING HOME ADMINISTRATIVE SERVICES
070301 Hospital Cashier
070302 Hospital Computer Operator
070303 Hospital Credit Manager/Clerk
070304 Medical Insurance Clerk
070305 Medical Office Clerk
070306 Medical Receptionist
070307 Medical Records Clerk
070308 Medical Records Librarian
070309 Medical Secretary
070310 Medical Stenographer
070311 Medical Statistical Clerk
070399 Other (Specify)

0704-- ALLIED HOSPITAL AND NURSING HOME FACILITY SERVICES
070401 Central Supply Aide
070402 Hospital Cook
070403 Dietary Aide

070404 Dietary Clerk
070405 Dietician
070406 Food Service Supervisor
070407 Hospital Engineer
070408 Housekeeper
070409 Laundry Manager
070410 Linen Room Attendant
070411 Maid
070412 Stationary Engineer
070499 Other (Specify)

079900 OTHER HEALTH OCCUPATIONS (Specify)

Note: Job descriptions, educational requirements, and salary information on all of the above named occupations may be found in "Paramedical and Allied Health Service Occupations in Montana" published and distributed by the Research Coordinating Unit, Department of Public Instruction, in September 1968.

090000 Series
HOME ECONOMICS

09---- HOME ECONOMICS

0901-- CONSUMER & HOMEMAKING
090101 Consumer & Homemaking Education, General

All items below are Occupational Preparation Courses directed toward training students for gainful employment.

0902-- CARE & GUIDANCE OF CHILDREN
090201 Child Guidance & Care, General
090202 Day Care or Nursery Aide
090203 Playground Aide
090204 Recreational Center Aide
090299 Other (Specify)

0903-- CLOTHING & TEXTILE MANAGEMENT, PRODUCTION, AND SERVICES
090301 Clothing & Textiles, General
090302 Tailoring
090303 Dressmaking
090304 Seamstress
090305 Alterationist
090306 Commercial Sewing Machine Operator
090307 Drapery Maker
090308 Clothing Maintenance Specialist
090309 Laundry/Dry Cleaning
090399 Other (Specify)

0904-- FOOD MANAGEMENT, PRODUCTION, AND SERVICES
090401 Food Services, General
090402 Food Service Supervisor
090403 Restaurant Chef/Cook
090404 Short Order Cook
090405 Cook's Helper
090406 Waitress - Waiter
090407 Family Dinner Specialist
090408 Caterer's Assistant
090499 Other (Specify)

0905-- HOME FURNISHINGS, EQUIPMENT, AND SERVICES
090501 Home Furnishings Sales, General
090502 Furniture Sales
090503 Appliance Sales
090504 Drapery Sales
090505 Rug Sales
090506 Upholstering
090507 Interior Decorating Aide
090599 Other (Specify)

0906-- INSTITUTIONAL HOME MANAGEMENT AND SERVICES
090601 Institutional Home Management, General
090602 Hotel/Motel Operation
090603 Housekeeper
090604 Maid Service - Home, Motel, Hotel
090605 Institutional Maintenance
090606 Homemaker's Assistant
090699 Other (Specify)

099900 OTHER HOME ECONOMICS (Specify)

140000 Series
OFFICE OCCUPATIONS

14---- OFFICE OCCUPATIONS

1401-- ACCOUNTING AND COMPUTING
140101 Accounting/Bookkeeping, General
140102 Junior Accountant
140103 Bookkeeping Assistant
140104 Cashier
140105 Bookkeeping Machine Operator
140106 Teller
140107 Credit Clerk
140199 Other (Specify)

1402-- BUSINESS DATA PROCESSING SYSTEMS
140201 Business Data Processing, General
140202 Systems Analyst
140203 Computer Programmer
140204 Computer Operator
140205 Peripheral Equipment Operator
140206 Key Punch Operator
140207 Coding Equipment Operator
140299 Other (Specify)

1403-- FILING, OFFICE MACHINES, AND GENERAL OFFICE CLERICAL
140301 General Office Clerk
140302 File Clerk
140303 Records Clerk
140304 Office Machine Operator
140305 Reproduction Machine Operator
140306 Unit Records Equipment Operator
140399 Other (Specify)

1404-- INFORMATION COMMUNICATION
140401 Teletype Operator
140402 Telephone Switchboard Operator
140403 Correspondence Clerk
140404 Mail Clerk
140405 Distribution Clerk
140406 Information Clerk
140407 Order Clerk
140408 Billing Clerk
140409 Receptionist
140410 Librarian
140411 Library Aide
140499 Other (Specify)

1405-- MATERIALS SUPPORT OCCUPATIONS
140501 Planning and Production Clerk
140502 Shipping and Receiving Clerk
140503 Stock and Inventory Clerk
140504 Traffic Clerk
140505 Rate and Transportation Clerk

140599 Other (Specify)

1406-- PERSONNEL AND TRAINING
140601 Personnel Assistant
140602 Personnel Clerk
140603 Payroll Clerk
140604 Training Clerk
140605 Interview & Test Technician
140699 Other (Specify)

1407-- STENOGRAPHIC, SECRETARIAL, AND TYPING
140701 Secretary
140702 Stenographer
140703 Legal Secretary
140704 Clerk Typist
140799 Other (Specify)

1408-- SUPERVISORY AND ADMINISTRATIVE MANAGEMENT
140801 Mid-Management, General
140802 Production Control and Supervision
140803 Personnel Supervision
140899 Other (Specify)

149900 OTHER OFFICE OCCUPATIONS (Specify)

160000 Series
TECHNICAL

Curriculum planners and school officials are cautioned to avoid the trend toward elevating the prestige of a course by adding the word "Technology" to its title without assuring that the course content is sufficient to fully equip the student to meet the technological demands of the labor market.

The U.S. Office of Education definition of "Technology" specifically cites a thorough background in mathematics, science, and an extensive knowledge of a field of specialization, as basic requirements. Further, in describing specific technologies, the U.S.O.E. emphasizes the ability to utilize engineering data in the design of prototypes, pilot models or plants, the demands for systems analysis, testing, and development of maintenance techniques--these attributes are clearly beyond the scope of some courses currently entitled "Technology".

In order to effect a true follow-up correlation between the training and the job obtained by the ex-student, it will be necessary that the level and extent of technological training be accurately ascertained. Therefore, the school concerned will be notified of the specific sub-numbers and titles which will be assigned to the general guidance listing below after the information submitted by the school has been evaluated.

1601-- ENGINEERING RELATED TECHNOLOGY (Specify)

1602-- AERONAUTICAL TECHNOLOGY (Specify)

1603-- AGRICULTURAL TECHNOLOGY (Specify)

1604-- ARCHITECTURAL TECHNOLOGY (Specify)

1605-- AUTOMOTIVE TECHNOLOGY (Specify)

1606-- CHEMICAL TECHNOLOGY (Specify)

1607-- CIVIL TECHNOLOGY (Specify)

1608-- ELECTRICAL TECHNOLOGY (Specify)

1609-- ELECTRONICS TECHNOLOGY (Specify)

1610-- ELECTRO-MECHANICAL TECHNOLOGY (Specify)

1611-- ENVIRONMENTAL CONTROL TECHNOLOGY (Specify)

1612-- INDUSTRIAL TECHNOLOGY (Specify)

1613-- INSTRUMENTATION TECHNOLOGY (Specify)

1614-- MECHANICAL TECHNOLOGY (Specify)

1615-- METALLURGICAL TECHNOLOGY (Specify)

1616-- NUCLEAR TECHNOLOGY (Specify)

1617-- PETROLEUM TECHNOLOGY (Specify)

1618-- SCIENTIFIC DATA PROCESSING TECHNOLOGY (Specify)

1619-- FORESTRY TECHNOLOGY (Specify)

169900 OTHER TECHNOLOGY (Specify)

170000 Series
TRADES & INDUSTRY

17---- TRADES AND INDUSTRY

1701-- AIR CONDITIONING
170101 Air Conditioning Mechanics, General (Cooling, Heating, Ventilating)
170102 Cooling Mechanics
170103 Heating Mechanics
170104 Ventilating Mechanics
170105 Refrigeration Mechanics
170106 Small Motor Repair Mechanics
170107 Duct & Pipework Mechanics (Sheet Metal, Soldering, Welding)
170199 Other Air Conditioning (Specify)

1702-- APPLIANCE REPAIR
170201 Appliance Mechanics, General
170202 Large Appliance Service & Repair (Refrigerators, Washers, Stoves)
170203 Small Appliance Service & Repair (Toasters, Fans, Motors)
170299 Other Appliance Repair (Specify)

1703-- AUTOMOTIVE INDUSTRIES
170301 Auto Mechanics, General
170302 Engine Overhaul Mechanics
170303 Ignition and Electrical Systems Mechanics
170304 Carburetor Mechanics
170305 Brakes & Hydraulics Mechanics
170306 Transmissions Mechanics
170307 Alignment Mechanics
170308 Cooling Systems Mechanics
170309 Accessory Installation Mechanics (Radios, Heaters, Wipers)
170310 Body, Fender, & Glass Repair
170311 Service Station Attendants
170399 Other Automotive (Specify)

1704-- AVIATION OCCUPATIONS
170401 Aircraft Maintenance, General
170402 Aircraft Powerplant Mechanics
170403 Ignition and Electrical Mechanics
170404 Propeller Mechanics

170410 Airframe Mechanics, General
170411 Skin & Fabric Repair
170412 Controls Mechanics
170413 Hydraulics Mechanics
170414 Fuel Systems Mechanics
170415 Instrument Repair
170416 Automatic Flight Control Mechanic
170417 Electrical Systems Mechanics

170420 Pilot, Private
170421 Pilot, Commercial
170422 Navigator

170423 Engineer
170424 In Flight Services

170430 Aviation - Administration
170431 Ground Operation
170432 Ground Power and Heating Units
170499 Other Aviation Occupations (Specify)

1705-- BLUEPRINT READING (Specify)

1706-- BUSINESS MACHINE MAINTENANCE
170601 Office Machine Service and Repair (Typewriter, Adding, Duplicating, Calculating)
170602 Computer & Data Processing Equipment Service & Repair
170699 Other Business Machines (Specify)

1707-- COMMERCIAL ART OCCUPATIONS
170701 Commercial Illustrator, General
170702 Fashion Illustrator
170703 Technical Illustrator
170704 Advertising Illustrator
170799 Other Commercial Art (Specify)

1708-- COMMERCIAL FISHERY OCCUPATIONS (Specify)

1709-- COMMERCIAL PHOTOGRAPHY OCCUPATIONS
170901 Photography, General
170902 Photo Laboratory Technician
170903 News Photography
170904 Commercial Photography
170905 Studio Photography
170906 Motion Picture Photography
170907 Telecasting
170999 Other Photography Occupations (Specify)

1710-- CONSTRUCTION & MAINTENANCE TRADES
171001 Building Trades, General
171002 Carpentry
171003 Electricity
171004 Masonry
171005 Painting & Decorating
171006 Plastering
171007 Plumbing & Pipefitting
171008 Sheet Metal
171009 Glazing
171010 Landscaping
171011 Ironwor[illegible]
171012 Heavy Equipment, General
171013 Heavy Equipment, Operation
171014 Heavy Equipment, Repair

171020 Highway Construction, General
171021 Civil Engineering Aide
171022 Surveying
171023 Stakesetting

171024 Rodman
171025 Machine Driller
171026 Engineering Aide
171099 Other Construction (Specify)

1711-- CUSTODIAL SERVICES
171101 Maid Services
171102 Janitorial Services
171103 General Building Services
171199 Other Custodial Services (Specify)

1712-- DIESEL MECHANIC
171201 Diesel Mechanics, General
171202 Pumps & Injection Systems Repair
171203 Heavy Equipment Maintenance & Repair
171299 Other Diesel (Specify)

1713-- DRAFTING OCCUPATIONS
171301 Drafting, General
171302 Mechanical Drafting
171303 Architectural Drafting
171304 Detailing
171399 Other Drafting (Specify)

1714-- ELECTRICAL OCCUPATIONS
171401 Electrical, General
171402 Industrial
171403 Lineman
171404 Motor Repair
171499 Other Electrical (Specify)

1715-- ELECTRONIC OCCUPATIONS
171501 Electronics, General
171502 Communications Electronics Service & Repair
171503 Industrial Electronics Service & Repair
171504 Radio/Television Service & Repair
171599 Other Electronic Occupations (Specify)

1716-- FABRIC MAINTENANCE SERVICES
171601 Fabric Maintenance, General
171602 Dry Cleaning
171603 Laundering
171699 Other Fabric Maintenance (Specify)

1717-- FOREMANSHIP, SUPERVISION, AND MANAGEMENT DEVELOPMENT
171701 Administrative Management
171702 Leadership
171703 Production Control & Supervision
171799 Other Management (Specify)

1718-- GENERAL CONTINUATION (Specify)

1719-- GRAPHIC ARTS OCCUPATIONS
171901 Graphic Arts, General
171999 Other Graphic Arts (Specify)

1720-- INDUSTRIAL ATOMIC ENERGY OCCUPATIONS (Specify)

1721-- INSTRUMENT MAINTENANCE & REPAIR OCCUPATIONS
172101 Clock and Watch Repair
172102 Commercial Instrument and Meter Repair
172103 Weights & Measures
172104 Instrumentation
172105 Calibration
172199 Other Instrument Maintenance (Specify)

1722-- MARITIME OCCUPATIONS (Specify)

1723-- METALWORKING OCCUPATIONS
172301 Metalworking, General
172302 Foundry
172303 Machine Shop
172304 Machine Tool Operation
172305 Metal Trades (Combined)
172306 Sheet Metal
172307 Welding, Arc
172308 Welding, Gas
172309 Welding, Combination
172310 Pipewelding
172399 Other Metalworking Occupations (Specify)

1724-- METALLURGY OCCUPATIONS (Specify)

1725-- NUCLEONIC OCCUPATIONS (Specify)

1726-- PERSONAL SERVICES
172601 Barbering
172602 Cosmetology
172699 Other Personal Services (Specify)

1727-- PLASTIC OCCUPATIONS (Specify)

1728-- PUBLIC SERVICE
172801 Fire Fighting
172802 Law Enforcement
172899 Other Public Service (Specify)

1729-- QUANTITY FOOD OCCUPATIONS
172901 Food Production, General
172902 Baker
172903 Cook/Chef
172904 Meat Cutter
172905 Waitress
172906 Institutional Cooking
172999 Other Quantity Food Occupations (Specify)

1730-- REFRIGERATION (Specify)

1731-- SMALL ENGINE REPAIR, GENERAL
173101 Small Engine Mechanic (Lawnmowers, Rototillers, Chain Saws, etc.)
173102 Outboard Engines
173199 Other Small Engine Occupations (Specify)

1732-- STATIONARY ENERGY SOURCE OCCUPATIONS
173201 Electric Power and Generating Plants, General
173202 Pumping Plants
173203 Stationary Engineer
173299 Other Stationary Energy (Specify)

1733-- TEXTILE PRODUCTION AND FABRICATION
173301 Dressmaking
173302 Tailoring
173399 Other (Specify)

1734-- SHOE MANUFACTURING/REPAIR
173401 Leather Work, General
173402 Shoe Repair
173403 Luggage
173404 Belts, Handbags, Wallets
173499 Other (Specify)

1735-- UPHOLSTERING
173501 Upholstering, General
173502 Furniture
173503 Automotive
173599 Other (Specify)

1736-- WOODWORKING OCCUPATIONS
173601 Millwork & Cabinet Making
173699 Other Woodworking (Specify)

179900 OTHER TRADES & INDUSTRY OCCUPATIONS (Specify)

2

APPENDIX B

SCHOOL CODE NUMBERS

CODE #	SCHOOL NAME, LOCATION, & ZIP CODE
	-A-
7501	Absarokee High School, Absarokee 59001
6501	Anaconda High School, Anaconda 59711
	-B-
4501	Bainville High School, Bainville 59212
8501	Baker High School, Baker 59313
6502	Beaverhead County High School, Dillon 59725
7502	Belfry High School, Belfry 59008
6503	Belgrade High School, Belgrade 59714
2501	Belt High School, Belt 59412
3501	Big Sandy High School, Big Sandy 59520
7503	Billings Senior High School, Billings 59102
7601	Billings Vo-Tech Center, Billings 59102
7504	Billings West High School, Billings 59102
3502	Box Elder High School, Box Elder 59521
6504	Bozeman Public School District #7 (High School), Bozeman 59715
6601	Bozeman Vo-Tech School, Bozeman 59715
7505	Bridger High School, Bridger 59014
7506	Broadview High School, Broadview 59015
6505	Broadwater County High School, Townsend 59664
2502	Browning High School, Browning 59417
6506	Butte High School, Butte 59701
6602	Butte Vo-Tech Center, Butte 59701
	-C-
2503	C. M. Russell High School, Great Falls 59401

CODE #	SCHOOL NAME, LOCATION, & ZIP CODE

-C-

2504 Cascade High School, Cascade 59421

1501 Charlo High School, Charlo 59824

3503 Chinook High School, Chinook 59423

2505 Choteau High School, Choteau 59422

4502 Circle High School, Circle 59215

6507 Clyde Park High School, Clyde Park 59018

7507 Columbus High School, Columbus 59019

2506 Conrad High School, Conrad 59423

5501 Corvallis High School, Corvallis 59828

4503 Culbertson High School, Culbertson 59218

7508 Custer High School, Custer 59024

2507 Cut Bank High School, Cut Bank 59427

8502 Custer County High School, Miles City 59301

-D-

4701 Dawson College, Glendive 59330

4504 Dawson County High School, Glendive 59330

3504 Denton High School, Denton 59430

6508 Drummond High School, Drummond 59832

-F-

2508 Fairfield High School, Fairfield 59436

4505 Fairview High School, Fairview 59221

7509 Fergus County High School, Lewistown 59457

1502 Flathead High School, Kalispell 59901

1701 Flathead Valley Community College, Kalispell 59901

CODE #	SCHOOL NAME, LOCATION, & ZIP CODE
	-F-
8503	Forsyth High School, Forsyth 59327
2509	Fort Benton High School, Fort Benton 59442
7510	Fromberg High School, Fromberg 59029
	-G-
4506	Glasgow High School, Glasgow 59230
2510	Great Falls High School, Great Falls 59401
2601	Great Falls Vo-Tech Center, Great Falls 59401
	-H-
5502	Hamilton High School, Hamilton 59840
7511	Hardin High School, Hardin 59034
7512	Harlowton High School, Harlowton 59036
3505	Havre High School, Havre 59501
6509	Helena High School, Helena 59601
6603	Helena Vo-Tech Center, Helena 59601
5503	Hellgate High School, Missoula 59801
4507	Hinsdale High School, Hinsdale 59241
7513	Hobson High School, Hobson 59452
1503	Hot Springs High School, Hot Springs 59845
7514	Huntley Project High School, Worden 59088
8504	Hysham High School, Hysham 59038
	-J-
7515	Joliet High School, Joliet 59041

CODE #	SCHOOL NAME, LOCATION, & ZIP CODE
	-L-
7516	Laurel High School, Laurel 59044
1504	Libby High School, Libby 59923
1505	Lincoln County High School, Eureka 59917
	-M-
3506	Malta High School, Malta 59538
6510	Manhattan High School, Manhattan 59741
8701	Miles Community College, Miles City 59301
5601	Missoula Vo-Tech Center, Missoula 59801
7517	Moore High School, Moore 59464
6901	Mountain View School, Helena 59601
	-N-
4508	Nashua High School, Nashua 59248
3801	Northern Montana College, Havre 59501
	-O-
4509	Opheim High School, Opheim 59250
	-P-
6511	Park County High School, Livingston 59047
8901	Pine Hills School, Miles City 59301
4510	Plentywood High School, Plentywood 59254
8505	Plevna High School, Plevna 59344
1506	Polson High School, Polson 59860
8506	Powder River District County High School, Broadus 59317
6512	Powell County High School, Deer Lodge 59722

CODE #	SCHOOL NAME, LOCATION, & ZIP CODE
	-R-
7518	Rapelje High School, Rapelje 59067
7519	Red Lodge High School, Red Lodge 59068
7520	Roberts High School, Roberts 59070
1507	Ronan High School, Ronan 59864
7521	Roundup High School, Roundup 59072
	-S-
3507	Saco High School, Saco 59261
1508	St. Ignatius High School, St. Ignatius 59865
4511	Scobey High School, Scobey 59263
5504	Sentinel High School, Missoula 59801
2511	Shelby High School, Shelby 59474
6513	Sheridan High School, Sheridan 59749
4512	Sidney High School, Sidney 59270
2512	Simms High School, Simms 59477
5505	Stevensville High School, Stevensville 59870
2513	Sunburst High School, Sunburst 59482
7522	Sweet Grass County High School, Big Timber 59011
	-T-
8507	Terry High School, Terry 59349
6514	Three Forks High School, Three Forks 59752
6515	Twin Bridges High School, Twin Bridges 59754
	-V-
2514	Valier High School, Valier 59486
5506	Victor High School, Victor 59875

CODE #	SCHOOL NAME, LOCATION, & ZIP CODE

-W-

6902	Warm Springs State Hospital, Warm Springs 59756
6516	White Sulphur Springs High School, White Sulphur Springs 59645
4513	Wibaux County High School, Wibaux 59353
4514	Wolf Point High School, Wolf Point 59201